

## ACKNOWLEDGMENTS

The South Carolina Guide for Culinary Arts was developed to encompass instruction in the area of the Family and Consumer Sciences career and technology education program, Culinary Arts. We appreciate the contributions of each committee member toward producing a guide that can be used in our state classrooms.

The following instructors provided the content and technical assistance for this guide:

Barbara Allbritton-Grant  
Chester County Career Center  
Chester, SC

Kathleen Harrison  
Academy for Career Excellence  
Ridgeland, SC

Nadine Miller  
Fort Dorchester High School  
North Charleston, SC

The following State Department of Education, Office of Career and Technology Education staff provided assistance and guidance:

Carmen Pough  
Education Associate

Patricia Fayson  
Education Associate

Roger Goupil  
Education Associate

Barbara Heyward  
Administrative Support Specialist

Amy McCaskill  
Education Associate

Daine Boyd  
Administrative Support Specialist

The following individuals provided assistance in the field review of this guide:

Margaret Condrasky  
Foothills Career Center  
Taylors, SC

Marlen Kuszmaul  
RD Anderson Applied Technology Center  
Spartanburg, SC

Wanda Howell  
Airport High School  
West Columbia, SC

Scott Entrup  
Academy for Career Excellence  
Ridgeland, SC

Miles Huff  
Sumter County Career Center  
Sumter, SC

## TABLE OF CONTENTS

ACKNOWLEDGMENTS .....	i
INTRODUCTION.....	iv
USE OF THIS GUIDE .....	v
UNIT OUTLINE	
A. DEMONSTRATING PRIDE AND EFFICIENCY WHEN PERFORMING CUSTOMER SERVICE DUTIES	
1. Perform duties of “front of the house” employees.....	<a href="#">1</a>
B. DEMONSTRATING APPROPRIATE WORK ETHICS	
1. Demonstrate appropriate worker attitudes and behavior. ....	<a href="#">9</a>
2. Demonstrate essential personal hygiene practices. ....	<a href="#">15</a>
C. DEMONSTRATING SKILLS IN USE AND MAINTENANCE OF UTENSILS, TOOLS, AND EQUIPMENT	
1. Identify and demonstrate proper use, sanitation, and safety of kitchen utensils and equipment.....	<a href="#">21</a>
2. Weigh and measure properly (standard metric).....	<a href="#">25</a>
3. Identify parts of a standardized recipe.....	<a href="#">33</a>
D. UTILIZING APPROPRIATE SANITATION PROCEDURES IN HANDLING FOOD, UTENSILS, AND EQUIPMENT	
1. Identify harmful bacteria and effective food and dishhandling techniques.....	<a href="#">39</a>
E. PERFORMING APPROPRIATE SAFETY RULES AND REGULATIONS	
1. Identify and implement safety standards for a commercial food service facility.....	<a href="#">41</a>
F. USING APPROPRIATE PLANNING AND ORGANIZATIONAL SKILLS	
1. Complete necessary management control forms according to industry standards .....	<a href="#">47</a>
2. Plan nutritionally balanced meals and menus .....	<a href="#">57</a>
G. DEMONSTRATING SKILLS IN FOOD PREPARATION	
1. Prepare hot and cold beverages.....	<a href="#">63</a>
2. Prepare various salads.....	<a href="#">69</a>
3. Prepare various hot and cold sandwiches .....	<a href="#">77</a>
4. Prepare hors d’oeuvres and canapés.....	<a href="#">85</a>

UNIT OUTLINE continued:

G. DEMONSTRATING SKILLS IN FOOD PREPARATION continued:

5. Prepare fruits and vegetables using a variety of techniques .....	<a href="#"><u>91</u></a>
6. Prepare meats using a variety of techniques.....	<a href="#"><u>99</u></a>
7. Prepare poultry using a variety of techniques.....	<a href="#"><u>107</u></a>
8. Prepare fish and shellfish using a variety of techniques .....	<a href="#"><u>115</u></a>
9. Prepare eggs using a variety of techniques.....	<a href="#"><u>123</u></a>
10. Prepare cereals, rice, and pasta using a variety of techniques .....	<a href="#"><u>129</u></a>
11. Prepare a variety of breads .....	<a href="#"><u>135</u></a>
12. Prepare a variety of cakes and cookies.....	<a href="#"><u>139</u></a>
13. Prepare a variety of pastries and pies .....	<a href="#"><u>143</u></a>
14. Prepare stocks, soups, and sauces.....	<a href="#"><u>147</u></a>

H. IDENTIFYING OPPORTUNITIES AND UTILIZING APPROPRIATE EMPLOYMENT  
SEARCH SKILLS

1. Identify and explore entrepreneurship opportunities.....	<a href="#"><u>151</u></a>
2. Demonstrate job search procedures.....	<a href="#"><u>153</u></a>
3. Examine food service organizational structures .....	<a href="#"><u>157</u></a>

RESOURCES .....	<a href="#"><u>159</u></a>
-----------------	----------------------------

## INTRODUCTION

In South Carolina, the National Standards for Family and Consumer Sciences were used as the guiding principles in the refinement of our Culinary Arts competencies. The National Standards were developed based on input from states such as ours, the standards of industry, and review by the related professional organizations. South Carolina took this foundation and spring-boarded toward core knowledge, skills, and aptitudes that would enable our students to stand toe-to-toe with other students of similar training across the nation. This South Carolina Guide for Culinary Arts curriculum guide has been developed with the South Carolina core competencies as the central focus.

To better assist teachers in the development of related lessons and activities for students, this guide was formatted for BEST use. Keep in mind that it is a guide and is by no means intended to supplant other instructional materials or teaching techniques. Teachers should maintain their individual freedom of style and artistry; this guide addresses the sciences of the content. Use of this document as a “guide” should serve to prepare students to successfully demonstrate competence upon program completion. Further, it should ease the transition of the student from the classroom to the real world.

Carmen R. Pough, Education Associate  
Family and Consumer Sciences  
Office of Career and Technology Education

## USE OF THIS GUIDE

This guide is designed to provide job relevant tasks, performance objectives, performance guides, resources, teaching activities, and evaluation questions. The guide is also designed to be used with any teaching methods you as an instructor may choose. For example, if the lecture/demonstration method is best for you, you will find sufficient help to meet your needs. If you prefer to use discussion or other methods that require student participation, you will find ample help. Regardless of which method is successful for you, this guide can save preparation time and offer innovative methods and procedures. For example, a student may work either alone or on a team while in class and learn skills in direct relation to what is actually being done on the job.

The use of small groups in teaching can be helpful when students feel inadequate due to their lack of background information. Some students may also feel that they are physically incompetent or lack the necessary background experiences. A successful program can provide students with a sense of security by reinforcing students to interact on a group level. As students gain confidence and discover that they are an essential part of a team engaged in the learning-teaching process, their confidence increases. Individually, they also learn to work without direct supervision. In addition, use of the small-group method permits the instructor to vary instructional routines away from lecture or other full-class methods to activities for single students, pairs of students, or any number of students desired.

In this guide, you find suggestions for specific activities. These activities are not meant to restrict you or your students, but to offer a variety of learning activities for each task statement.